**Outline for Backward Mapping Exercise Workshop**

**Session 1:**

**Part A: Understanding of the student performance required to achieve the different levels of achievement.**

* **Have participants review the Science 10 final exam and exemplars of student work (labs, student responses on exam questions)**

**Part B: Understanding of the knowledge and skills students require to succeed in Grade 10 Science**

**-Have participants work individually to Profile of an ‘Ideal’ Grade 10 science student by listing the skills and concepts they must have.**

**(Complete the table. What do they Know? What can they do?)**

**Part C: Deconstruction of the skills and concepts to identify the underlying knowledge and skills.**

**-Build the list from the group by collecting the ideas from the group onto a master**

**list.**

**-Group the skills that are related.**

**-Reformat the lists into a concept map of skills and concepts.**

**Part D: Construction of a timeline for skill and concept development across the grade levels.**

**-Identify when these skills are first introduced in the various curricula**

**Session 2: Design a framework using the specific curricula for the jurisdiction that articulates skills and concepts across the grade levels.**

**Use the guiding questions below:**

1. **When is it first taught?**
2. **When and what do students do as guided practice?**
3. **What standard of performance is expected at each level?**
4. **What common experiences will students have had?**
5. **What level of independence will they have achieved at each grade level?**

**Build a shared pool of resources for reinforcing these skills and concepts. (District folders as drop sites?)**

**Build a network for sharing materials.**